



CALIFORNIA STATE BOARD OF EDUCATION

3/23/2001

ITEM # 23

APRIL

2001 AGENDA

CA STATE BOARD OF EDUCATION
April 11-12, 2001 Public Session
ACTION ITEM 23. 1 of 10

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| SUBJECT California English Language Development Test (CELDT): Performance Level Setting. | X | ACTION |
| | X | INFORMATION |
| | | PUBLIC HEARING |

Recommendation:

Listen to an update on Performance Level Setting for the CELDT and take action as the Board deems necessary and appropriate.

Summary of Previous State Board of Education Discussion and Action

The State Board of Education (SBE) reviewed and discussed issues relating to the examination including: state and federal legal requirements, standard setting, administration procedures, time and resource requirements, and training.

Summary of Key Issue(s)

The performance level setting exercise consists of two steps. For the first step psychometricians at CTB/McGraw-Hill, working with Ed D'Avila, reviewed actual results from English learners and English only students who participated in the field test. The English Language Development (ELD) field test and the Standardized Testing and Reporting (STAR) SAT 9 scores were analyzed. The review resulted in a set of preliminary cut scores for the performance levels.

The second step took place in a formal standard setting workshop held in San Diego from March 30 through April 2. The SBE, the State Superintendent of Public Instruction, and local district offices recommended participants. There were four panels with about 25 people in each, one panel for each level of the CELDT. The panels were primarily composed of teachers and practitioners familiar with the student population to be assessed with the CELDT.

Fiscal Analysis (as appropriate)

None.

Attachment(s) to this Agenda Item

(Please indicate if additional material will be provided in the supplemental agenda)

Additional materials will be provided in the supplemental mailing.

Supplemental Memorandum

CA STATE BOARD OF EDUC
April 11-12, 2001 Public Session
ACTION ITEM 23. 2 of 10

To: STATE BOARD MEMBERS

Date: April 2001

From: Phil Spears, Director, Standards and Assessment Division

Re: SUPPLEMENTAL ITEM #23

**Subject CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT): PROFICIENCY
LEVEL SETTING**

The California Department of Education (CDE) will not receive the final report from the Proficiency Level Setting activity from CTB-McGrawhill until Monday, April 9. As a result the State Board of Education (SBE) will not be provided this report until Thursday, April 12.

Please insert the following attachment:

Attachment 1: California English Language Development Bookmark Standard Setting Master Agenda

April 3, 2001

00815

California English Language Development Bookmark Standard Setting Master Agenda

Friday, March 30, 2001: Day 1 of Standard Setting Training and Orientation

- 9:00 AM – Noon: CTB meets
- 1:00 – 5:00 PM: *Table Leader Training*
 - CDE welcomes the table leaders, provides a brief overview of ELD, and the purpose of the standard setting
 - CTB provides an orientation to the ELD assessment and scoring rubrics, the standard setting process, and reviews the role of the Group Leaders and Table Leaders at each part of the standard setting.
- 5:00 – 6:00 PM: *Participant Registration*
 - Participants receive participant agendas, contracts, non-disclosure agreements, and nametags at the registration desk.
- 6:00 – 7:00 PM: *Dinner*
- 7:00 – 10:00 PM: *Opening Session*
 - Welcome address by the California Department of Education. CDE welcomes the table leaders, introduces key staff, provides a brief overview of ELD, and the purpose of the standard setting.
 - Training will consist of orientation to the CA ELD assessment and to the standard setting process.
 - Participants will be told to assemble the next morning in their assigned break-out room. There will not be a general session Saturday morning.

Saturday, March 31, 2001: Day 2 of Standard Setting Begin Bookmark Placement

- 7 – 8:00 AM: *Continental breakfast and participant sign-in. Participants assemble in assigned break-out room. There will be 4 break-out rooms corresponding to the 4 grade spans (grades K-2, 3-5, 6-8, and 9-12).*
- 8 – 8:45 AM: *Sign out materials, review the ELD field test form*
 - Materials in break-out room:
 - participant packet: test book (one field test form), examiners manual, ordered item booklet, item map, rating form, notepad, pen, highlighter, index cards
 - Group Leader materials in the room: cassette tapes (Listening and Speaking dialogue and story retelling anchors), flip charts, flip chart markers, masking tape, post-its, paper clips, and binder clips.

- All secure materials are printed on colored paper. Participants sign each piece of secure material.
- Conduct brief introductions around the room (Be careful, if each participant takes 1 minute, you lose 25 minutes. Keep it to 15 seconds, just name, title, and work locale).
- Group leader reviews the Listening and Speaking field test form with the participants. (Note that Grade Span K-2 has already had this done during the previous evening. K-2 should move on to the next activity (Reviewing story retelling anchors).
- The Group Leader directs participants to Part 1 or Part 2 of the field test book. This is Listening and Speaking (Level 1 = Section 1, Level 2 = Section 2, Level 3 = Section 1, Level 4 = Section 2). When all participants have their books open to the right section (Table Leaders please confirm), have participants take 10 minutes to read the section from beginning to end, including all text (directions and items) including the Story Retelling on the page after the prompt sheet.
- Inform participants that you will begin the Listening and Speaking tape. Participants have already seen an overview of this on Friday night, so they should be familiar with the basic format. Pause the tape for questions from the participants after each of the first 2 subsections (Following Oral Directions and Phonemic Awareness).
- After Phonemic Awareness comes the Oral Vocabulary section which does not require the use of the tape until the last few items of the section. The first items in this section require visual cues from the examiners manual. Have participants turn to those pages in the examiners manual so they can follow as you indicate the appropriate cue and ask the question. After these items, begin the tape to complete the section, and again pause the tape for questions.
- After Oral Vocabulary comes the Phonemic control section. This also requires the tape. Play the tape to the end of this section and pause for questions.
- The final section is the Story Retelling. For this, you need both the tape and cues from the examiners manual. Direct participants to the appropriate cue in the examiners manual and begin the tape. Stop the tape when complete and ask the Table Leader to pretend to be the student at each table. They will use the cues to "retell" the story, as the student would do. After they "retell" the story, review the written general rubric (an overhead will be provided) and sample response in the examiners manual.
- **Group Leader Responsibilities:**
 - Direct participants to write their names and small group numbers on all secure materials (field test booklet, examiners manual, all color-coded materials).
 - Lead participants through the review of the listening and speaking section. .
- **Table Leader Responsibilities:** See that participants write their names and small group numbers on all secure materials when prompted by Group Leader. Make sure participants are on the right cue pages in the examiners manual as indicated by the Group Leader. Monitor participants and assist as needed.
- **General Note:** Participants tend to want to spend time critiquing the items, however, extended discussion of this type should be discouraged. Announce that participants may write comments about items on the provided index cards and that they will be reviewed.

00817

- **8:45 – 9:30 AM: Review story retelling rubric and anchors.**
 - The story retelling has a maximum of 5 points. We will listen to 2 examples for each score point for a total of 10 examples. All the story retelling example responses are on one tape. A transcript for each of the 10 responses is in each participant packet. Direct participants to the transcripts before you begin the tape.
 - Begin the tape, and stop after each example for a short discussion of the example and how it was scored. Refer to the story retelling rubric on the overhead.
- **9:30 – 11:30 AM: Study the Listening and Speaking ordered item booklets.**
 - Remind participants that we will focus now on only the Listening and Speaking section and that the Reading and Writing sections will be reviewed later.
 - Participants review the Listening and Speaking ordered booklets, item by item, from the easiest to the hardest, discussing what each item tells us about a student that gets the item right and what makes an item harder than the items preceding it. Participants note these observations on the item map.
 - **Table Leader Responsibilities:** Facilitate this activity. Monitor your small group—If the group is not proceeding efficiently, work with the group to bring greater focus to the task. Each member of the group should be examining the same item. If you see the group breaking up into cliques, work to bring the group together. Keep track of time to stay on schedule. If you see problems developing, notify the Group Leader.
 - **Group Leader Responsibilities:** Float among tables to monitor progress. Collect rating forms from Table Leaders when complete. Turn in to a Research Scientist.
- **11:30 AM – Noon: Orientation to bookmark placements and Round 1 ratings (continued after lunch)**
 - **Orientation to bookmark placements and Round 1 ratings**
 - When all groups have completed studying the ordered item booklets, a CTB Research Scientist will introduce the bookmark process.
 - Overview of how to place the Early Advanced English Learner bookmark.
 - A bookmark is placed at the first point in the ordered item booklet where a student who has mastered the content reflected by the items prior to the bookmark has demonstrated the knowledge, skills, and abilities necessary to infer that the student is an *Early Advanced English Learner*. Items preceding the bookmark are items reflecting content that all Early Advanced English Learners should master. For the story retelling score points, this means the *Early Advanced English Learners* should be able to achieve the score points prior to the bookmark.
 - This is a small group activity. The table leader should allow participants a few minutes to consider where they think they bookmark should be, then open this up for group discussion. Consensus does not need to be reached.
 - After discussion, each participant places their Early Advanced English Learner bookmark rating on the Round 1 row of the rating form.
 - Repeat for Early Intermediate English Learner
 - Try to complete Early Advanced before lunch and Early Intermediate after lunch.
 - **Table Leader Responsibilities:** Facilitate your group's conversation. Check to see that they have made unambiguous bookmark ratings on their rating forms.
- **Noon – 1 PM: Lunch**

- **1 – 2:30 PM: Complete Round 1 ratings (Early Intermediate)**
 - **Table Leader Responsibilities:** Facilitate your group's conversation. Collect your group's participants' rating forms as they complete them. Check to see that they have made two unambiguous bookmark rating (Early Advanced and Early Intermediate). When all rating forms are complete, give them to the Group Leader.
- **2:30 – 2:45 PM Snack Break**
- **2:45 – 3:45 PM: Large Group Discussion and Round 2 ratings.**
 - The group leader collects participants rating forms and provides them to a Research Scientist who will tally them for each of the two bookmarks, taking the median (middle score) within each small group and for the total group. The results will be written on an overhead.
 - The group leader facilitates a discussion of the differences among the groups, beginning with the Early Advanced bookmark. When the conversation is complete, have participants make their Round 2 ratings in the Round 2 row of the rating form. Repeat for the Early Intermediate results.
 - When both ratings are complete, collect the rating forms and provide them to a Research Scientist.

Sample Participant Rating Form:

| | <i>Early Intermediate English Learner Bookmark on Page #</i> | <i>Early Advanced English Learner Bookmark on Page #</i> |
|----------------|--|--|
| Round 1 | | |
| Round 2 | | |
| | | |

- **3:45 – 4:45: PM: Begin Reading Section; study ordered item booklets and make Round 1 ratings**
 - Now that participants are familiar with the process from the Listening and Speaking activity, they can combine the study of the ordered item booklet with the Round 1 bookmark ratings. That is, the table leader should facilitate a discussion of the ordered item booklet, as done with L&S, and upon completion, continue right on with Round 1 discussions on Sunday morning. Remember that the Reading sections only contain multiple-choice items, so this should go much quicker than L&S.
 - Study the ordered item booklet
 - **Table Leader Responsibilities:** Facilitate your group's conversation.
 - **Group Leader Responsibilities:** Float among tables to monitor progress.

- **4:45 - 5 PM: Collection of secure materials**
 - It is very important that all secure materials be organized prior to participant departure each evening. Often these rooms are not secure and the materials need to be collected and stored in the Operations Room. In order for each participant to receive his/her own complete set of materials the next day, and to account for all secure materials, the group leader should lead the materials collection process in a highly structured and organized manner.

Large Group Leader procedures for collecting materials:

1. Get the attention of all participants and Table Leaders. *Do not proceed until all eyes are on you!*
 2. Tell the participants that it is very important that they follow your instructions exactly, placing their materials in the order you specify in one stack per participant.
 3. Have participants place each of the materials on the table in front of them, exactly as you ask for them, one at a time.
 4. You will be provided with an overhead that lists each secure material, for example, ordered item booklet, item map, and scoring guide.
 5. Call out the first secure material, for example, "ordered item booklet."
 6. Ask each Table Leader to watch and let you know when each of his/her participants has placed that material on the table in front of them.
 7. Proceed in this manner through the list of secure materials, one at a time, until each is accounted for, with each piece placed on top of the previous piece, in one stack for each participant.
 8. Any additional materials the participants would like to leave overnight may be placed *beneath the stack* inside the rubber band.
 9. When each Table Leader has confirmed that all secure materials are accounted for, you can dismiss the participants.
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- **5:15 PM: Table Leader debriefing with CTB, SJCOE, and CDE**
 - Meet to discuss how the day went for each group, any problems that may have occurred, etc.
 - **5:30 PM: CTB, SJCOE, and CDE debrief and plan for Day 2**

- **1 - 2:30 PM: *Begin studying Writing ordered item booklets and make Round 1 ratings***
 - Now that participants are familiar with the process, they can combine the study of the ordered item booklet with the Round 1 bookmark ratings. That is, the table leader should facilitate a discussion of the ordered item booklet and continue right on with Round 1 discussions.
 - Study the ordered item booklet
 - Mark Round 1 Early Advanced and Early Intermediate bookmark ratings
 - **Table Leader Responsibilities:** Facilitate your group's conversation. Collect your group's participants' rating forms as they complete them. Check to see that they have made two unambiguous bookmark rating (Early Advanced and Early Intermediate). When all rating forms are complete, give them to the Group Leader.
 - **Group Leader Responsibilities:** Float among tables to monitor progress. Collect rating form from Table Leaders when complete. Turn in to a Research Scientist.
- **2:30 - 2:45: *Snack Break***
- **2:45 - 3:45 PM: *Large Group Discussion and Round 2 ratings.***
 - The group leader collects participants rating forms and provides them to a Research Scientist who will tally them for each of the two bookmarks, taking the median (middle score) within each small group and for the total group. The results will be written on an overhead.
 - The group leader facilitates a discussion of the differences among the groups, beginning with the Early Advanced bookmark. When the conversation is complete, have participants make their Round 2 ratings in the Round 2 row of the rating form. Repeat for the Early Intermediate results.
 - When both ratings are complete, collect the rating forms and provide them to a Research Scientist.
- **3:45 - 4:15 PM *Fill out evaluations and Skill Section weighting form***
- **4:15 - 4:30 PM: *Collection of Secure Materials.***

00822

Sunday, April 1, 2001: Day 3 of Standard Setting Complete Bookmark Placement

- **7 – 8 AM: Continental Breakfast**
- **8 – 9:30 AM: Complete Reading Section; study ordered item booklets and make Round 1 ratings**
 - Finish studying the ordered item booklet
 - Mark Round 1 Early Advanced and Early Intermediate bookmark ratings
 - **Table Leader Responsibilities:** Facilitate your group's conversation. Collect your group's participants' rating forms as they complete them. Check to see that they have made two unambiguous bookmark rating (Early Advanced and Early Intermediate). When all rating forms are complete, give them to the Group Leader.
 - **Group Leader Responsibilities:** Float among tables to monitor progress. Collect rating forms from Table Leaders when complete. Turn in to a Research Scientist.
- **9:30 AM – 10:30 AM: Large Group Discussion and second round ratings.**
 - The group leader will be provided with an overhead of the previous day's results.
 - Begin a discussion of the differences among the groups. Following discussion, have the group make round 2 bookmark recommendations on the rating forms and collect them.
 - When you have completed Reading, the Research Associates will collect the listening and speaking secure materials and provide you with new materials for Writing. When participants receive their new secure materials for Reading they will have to sign them as they did with the L&S and Reading.
- **10:30 AM – 11:30 AM: Writing, Review of Writing Rubrics and anchor papers**
- **11:30 – Noon: Begin studying Writing ordered item booklets and make Round 1 ratings**
 - Now that participants are familiar with the process, they can combine the study of the ordered item booklet with the Round 1 bookmark ratings. That is, the table leader should facilitate a discussion of the ordered item booklet and continue right on with Round 1 discussions.
 - Study the ordered item booklet
 - Mark Round 1 Early Advanced and Early Intermediate bookmark ratings
 - **Table Leader Responsibilities:** Facilitate your group's conversation. Collect your group's participants' rating forms as they complete them. Check to see that they have made two unambiguous bookmark rating (Early Advanced and Early Intermediate). When all rating forms are complete, give them to the Group Leader.
 - **Group Leader Responsibilities:** Float among tables to monitor progress. Collect rating forms from Table Leaders when complete. Turn in to a Research Scientist.
- **Noon – 1 PM: Lunch Break**

00831

Monday, April 2, 2001: Day 4 of Standard Setting Description Writing

- **7 - 8 AM: Continental Breakfast**
- **8 - 10:30 AM: Description Writing—first draft.** This activity is co-facilitated by Research and Development.
 - Participants work with the test items that fluent students are expected to respond successfully to. Their descriptions will synthesize the content, knowledge, skills, and abilities that students must master in order to respond successfully to the items assigned to each performance level.
 - We will discuss the descriptions as a goal with the participants at the orientation and will ask the participants to keep these in mind as they study and discuss the booklets
- **10:30 - 10:45 AM: Break**
- **10:45 - 12:00 noon: Review Consistency Between Grade Spans**
 - Participants from each grade span will share their draft descriptors with the whole group.
 - Participants will discuss the appropriateness of the descriptors for each grade span.
- **12 - 1 PM: Working Lunch**
- **1:00 - 2:00 PM: Continue to Review Consistency Between Grade Spans**
- **2:00 - 3:00 PM: Description Writing—second draft**
 - Participants edit based on group discussion.
- **3:00 - 4:30 PM: Description Writing—final draft**
 - Participants read second draft to the whole group for comments, and write final drafts.

Memorandum

CA STATE BOARD OF EDUC
April 11-12, 2001 Public Session
Attachment 8. 1 of 1

To: State Board Members Date: April 11, 2001

From: Phil Spears, Director, Standards and Assessment Division

Re: Supplemental Item #23

Subject: **California English Language Development Test (CELDT): Proficiency Level Setting**

The standards panel met March 30 through April 1, as established, to develop recommended proficiency levels for the California English Language Development Test (CELDT). The state's contractor, CTE/McGraw-Hill, is in the process of producing a report based on the panel's work. The report will display the recommended proficiency levels developed independently by each grade span panel for the three subject areas of listening and speaking, reading, and writing. The report will include the panel's descriptors for each level. In addition, the contractor will create a complete data file and a technical report. When CDE receives the report we will produce a final recommendation for the Board's consideration. Listed below is a brief description of the steps to be followed in producing a final recommendation.

Step 1 - Using each panel's recommendation, the CDE technical team will adjust the cut points to create consistency across grade spans for each subject area.

Step 2 - Proficiency levels for a composite score will be developed by combining subject area scores for each grade span.

Step 3 - Review and revise proficiency level descriptors as necessary.

Step 4 - Examine the consequence data from the field test student sample.

Step 5 - Prepare a sample school and student/parent score report.